**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT**: History: Believe it or Not- NC Ghost Stories**  TIME FRAME: **1 week** TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | This unit will allow students to learn about the history of North Carolina in an exciting way. Students will learn about myths that “haunt” North Carolina. This  will allow students to form their own opinions about history while reading. | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit.  These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.  X Students will demonstrate independence.  X Students will value evidence.   Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.   Students will critique as well as comprehend.  X Students will use technology and digital media strategically and capably.   Students will develop an understanding of other perspectives and cultures. | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Reading**  **(Including Foundational Skills)**   |  |  |  |  | | --- | --- | --- | --- | | **Reading**  **(Including Foundational Skills)**  **RL4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.  .  **RI4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.  **RI4.3**Explain events, procedures, ideas, or concepts in historical, scientific, or technical text, including what happened and why, based on specific information in the text.  **RI4.6 –** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  **RI4.9**- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | **Writing**  **W4.1a -**Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  **W4.1b -** Provide reasons that are supported by facts and details.  **W4.1c -** Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).  **W4.2b -** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic...  **W4.2e** - Provide a concluding statement or section related to the information or explanation presented. | **Speaking and Listening**  **SL4.3** - Identify the reasons and evidence a speaker provides to support particular points. | **Language**  **L4.2d -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.  **L4.3c** – Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | | |

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| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| How do we really know what happened in the past? | | | Write opinion pieces about American history, supporting a point of view with reasons and information. | | |
| How have ghost stories and myths played a role in the history of North Carolina? | | |  | | |
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| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| **Reading Tasks**  Students will read a myth about North Carolina history. Additional resources are listed in the notes section below.  Students will complete a graphic organizer to compare and contrast myths with a partner.  Create an informational text graphic organizer that includes the following   * Person or event * Where the event took place * When the event took place * What is the historical significance of the event * Does the character(s) remind you of other characters? Who/why? * What did you learn from the characters? * Summary * What information shows you this is historical fiction? | **Writing Tasks**  Students will write a narrative ghost story or mystery based on an event in North Carolina. (Ex.What happened to the Lost Colony, Why is the town of Bath cursed)  \*The narrative should include historical facts and details as well as the student’s imagination.  Students will write about their opinion on their topic that tells if their myth is believable by referencing the text. | | **Discussion Tasks**  Invite a local storyteller to come and speak to your classroom.  As a class compare and contrast the points of view from which the stories are narrated.  As a class summarize what we learned in this unit as it relates to mysteries and ghost stories about events in North Carolina. Following the discussion, students will write a response in their journals.  Students will record a summary of their myth.(Using a flip camera) At the end of the unit, play the videos for the class. Discuss the myths. | | **Language/Vocabulary Tasks**  Word study activity. Students will write new vocabulary terms on a index card for the word wall. These words can be sorted by spelling features, root words, prefixes, suffixes or whatever you prefer. |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
| **Students will create a ghost story or mystery book complete with illustrations.** | | **Summary of North Carolina myth.  Ghost story that students created** | | **Teacher made tests.** | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study:  Ghost Stories about North Carolina  Stories about Blackbeard  Stories about The Lost Colony  Stories about Virginia Dare | | | | | |
| **Notes:**  <http://www.northcarolinaghosts.com/>  <http://www.learnnc.org/lp/pages/3161>  <http://www.livebinders.com/play/play_or_edit?id=177588> | | | | | |